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ABSTRACT

Students at the Chesapeake (Virginia) Technical Center who had reached an acceptable level of competency in trade and industrial education programs used local industrial resources through supervised on-the-job training. A teacher-coordinator provided related technical instruction, which included the formal introduction of employability skills in the classroom setting at the technical center. When an employer determined that a student needed more preparation to perform a job-required competency, the student received remedial instruction at the technical center. Products included a model for similar programs on a statewide basis and a guide for program operation. (YLB)

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FINAL REPORT

"Industrial Cooperative Technical Program"

July 1, 1984 - June 30, 1987

Trade and Industrial Education
Research Project

Conducted Under
Vocational Education Amendments of 1976
Public Law 94-482

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June 30, 1987

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Abstract

A) Title - "Industrial Cooperative Technical Program"
B) Time Period - 7-1-84 thru 6-30-87
C) Goals and Objectives

1. To strengthen the technical instruction area of I & I through formally addressing related employability skills in a classroom atmosphere.
2. To provide opportunity for remedial skill training when requested by employer.
3. To provide a smooth transition from the training situation to the world of work through supervised on-the-job training.
4. To develop a close working relationship between the technical center and the industrial community.
5. To provide a model for similar programs on a statewide basis.

D) Procedures
1. Employ Coordinator
2. Coordinator to survey Local Industry
3. Coordinator to survey Technical Center Instructors
4. Instructors recommend students for placement
5. Coordinator to place, develop Training Plans for students.

E) Results; Accomplishments
1. 34 Business Firms Employed I.C.T.P. students
2. 48 Chesapeake Technical Center students were place in local industry
3. Appropriate Training Plans and Vocational Profiles were developed.
4. Competency based General Related instruction were developed.

F) Evaluation
The method of project evaluation included a review of the objectives in relation to the degree of accomplishment of each by three different groups.
1. The program advisory committee met and reviewed program progress on an annual basis.
2. The Chesapeake City Director of Vocational Education and appropriate staff members provided leadership and support in an on-going evaluation of the project.
3. The Associate Director of Trade and Industrial Education evaluated the degree of objective attainment through (a) the tri-yearly report of the coordinator, (b) the annual follow-up of program graduates, and (c) on-site evaluation visits and a review of program products.

G) Conclusions and Recommendations
1) Continue Program
2) Continue development of student L.A.P.'s
3) Remove inactive advisory committee members
4) Develop survey to determine Industrial opinion of I.C.T.P. program.
5) Develop a panel of instructors to interview students before they are allowed to enter I.C.T.P. program.

"Industrial Cooperative Technical Program"

A) Problem Area

The explosion of high technology has had a major impact upon the instructional programs in Trade and Industrial Education. New processes, materials, techniques, and machinery are currently being utilized by industry to produce the products demanded by today's consumer.

The existing Trade and Industrial Education programs are meeting the requirements of industrial employers by providing instruction which prepares students for job-entry level employment; however, the cost involved in updating the equipment to match that of industry is beyond the financial capability of local school systems.

The Industrial Cooperative Technical Program proposed by the Chesapeake City Public Schools would allow students who have reached an acceptable level of competency in T & I programs to utilize local industrial resources through the supervised on-the-job training method. Students enrolled in this program would receive related instruction from a qualified Trade and Industrial teacher-coordinator and have the advantage of working with the most modern equipment available in industry.

An important outcome of this project will be a guide for program operation based upon the experiences gained through the development and operation of the Industrial Cooperative Technical Program.

B) Goals and Objectives of the project.

To provide students who are qualified and enrolled in Chesapeake Technical Center courses, an opportunity to develop job skills through on-the-job experience during their senior year of school.

To provide industrial employers in the community with the opportunity to employ persons who are career minded and have developed job skills that will compliment the employer's work force.

To strengthen the technical instruction given to T & I students at the Chesapeake Technical Center through the formal introduction of employability skills as a part of their classroom instruction.

To provide employers of Chesapeake Technical Center students the opportunity to have their student-employee receive remedial training at the technical center when it is desired.

To provide coordinated and supervised part-time job experiences for Chesapeake Technical Center students which will make their transition from school to full time employment more successful.

To develop a bond between the industrial community and the Chesapeake

Technical Center which will establish a close working relationship for the development of skilled workers.

To provide a model cooperative education program that is based at a technical center and serves students enrolled in technical center courses. Such model is to be the basis of future such programs on a statewide basis.

C) Program Design

The Industrial Cooperative Technical Program is designed to integrate the technical expertise gained through Trade and Industrial Laboratory Programs with applicable related information and supervised on-the-job experience necessary to develop a high degree of success in the industrial job market.

This program concentrates on the industrial job market as opposed to the "placement officer" program which utilizes an across-the-board approach. The program coordinator is a member of the center's Trade and Industrial Education staff and works in concert with laboratory instructors to meet the objectives of their specific instructional programs. In order to establish a more personal relationship with Trade and Industrial students, the coordinator serves as center advisor to the Vocational Industrial Clubs of America.

Educators are aware that different students learn at different rates and that some students in Trade and Industrial Education programs are capable of completing the competencies required of a helper job-entry level as opposed to the complete set of competencies required in a given course. The Industrial Cooperative Technical Program makes provisions for both of these groups. Students who have mastered the necessary competencies for program completion and those who have mastered the competencies for helper-level categories and can go no further are placed in supervised on-the-job situations utilizing the skills they have developed in the laboratory.

Students attend a class taught by the program coordinator one day each week and continue their training through a supervised on-the-job occupational experience for the remaining school year. The coordinator makes regular scheduled visits to observe the students on the job and in cooperation with the student's employer evaluates the performance of each student in relation to an existing training plan which indicates student progress in both technical and personal development areas.

The major strength and uniqueness of this program is found in the close working relationship that exists among the T & I technical instructor, the program coordinator, and the student's employer. When determination is made that the student needs more preparation to perform a job-required competency, the technical training is provided by the T & I laboratory instructor through additional or remedial instruction at the technical center.

Students enrolled in the Industrial Cooperative Technical Program are assigned to and supervised on the job by the program coordinator, but carried on the class roll of the appropriate Trade and Industrial laboratory instructor. The program coordinator in reality is an adjunct instructor in each T & I program area and submits the grade earned by each student enrolled in the program

to the appropriate technical instructor at standard grading periods.

A major advantage of this program manifest itself to each T & I technical instructor through lowering class sizes and allowing more individual instruction to occur for those students who have not reached the competency level of those enrolled in the Industrial Cooperative Program.

General related instruction in the Industrial Cooperative Technical Program includes, but is not, limited to the following units:

1. Industrial Safety
2. Human Relations
3. Employee-Employer Relations
4. Consumer Economics
5. Employability Skills
6. Trends in Industry
7. Related Math
8. Related Occupational Opportunities

Extensive use is made of industry resource persons, technical audio-visual aids, and a variety of instructional methods.

Target Populations

Students enrolled in the Industrial Cooperative Technical Program have successfully completed the first year of one of the following Trade and Industrial Education Programs offered at the Chesapeake Technical Center:

1. Air Conditioning & Refrigeration
2. Auto Body Repair
3. Auto Mechanics
4. Carpentry
5. Electronics
6. Masonry
7. Metal Trades
8. Radio Communications
9. Tailoring
10. Data Processing

Students are admitted to the program upon the recommendation of their Trade and Industrial Technical instructor that they have mastered the competencies for job-entry level employment in their respective areas of training and meet the age requirements of the labor laws applicable to their supervised on-the-job training placement.

EARNINGS

$21,345	5/6/87	$51,740	6/30/85
2,711	10/15/86	46,477	6/30/86
21,896	2/15/87	45,952	5/6/87
$45,952	TOTAL 5/6/87	$144,169	TOTAL

ENROLLMENT:		BOY	GIRL	TOTAL
	84-85	36	9	45
	85-86	27	10	37
(5-6-87)	86-87	35	11	46
		98	30	128

AVERAGE WAGE: $3.60 HR

AVERAGE EARNINGS: $1,126.32 yr. (Duration of Employment)

JOBS BY CLASSIFICATION:

84-85	*CIP	DESCRIPTION
	12,0499	(Other Pers. Ser.) 12
	46,0201	(Carpentry) 1
	47,0101	(Elect. Equip. Repair) 1
	47,0201	(Heat & Air) 1
	47,0603	(Auto Body) 3
	47,0604	(Auto Mech) 4
	47,0605	(Diesel Mech.) 4
	47,0606	(Small Engines) 2
	48,0101	(Drafting) 1
	48,0503	(Machine Tool) 5
	48,0506	(Sheet Metal) 1
	48,0508	(Welding) 2
	48,0703	(Cabinet Making) 5
	47,0203	(Materials Handl.) 3

JOBS BY CLASSIFICATIONS:

85-86	CIP	DESCRIPTION
	12,0499	(Other Pers. Ser.) 11
	47,0603	(Auto Body Repair) 5
	47,0604	(Auto Mechanics) 7
	47,0605	(Diesel Mechanics) 1
	47,0606	(Small Engine Repair) 3
	47,0106	(Appliance Repair) 1
	48,0506	(Sheet Metal) 1
	48,0508	(Welding) 2
	48,0703	(Cabinet Making) 2
	49,0203	(Materials Handl.) 4
86-87	12,0403	(Cosmetology) 3
	12,0499	(Other Pers. Ser.) 12
	46,0101	(Masonry) 1
	47,0604	(Auto Mechanics) 7
	47,0605	(Diesel Mech.) 4
	48,0702	(Furniture Making) 3
	49,0203	(Materials Handl.) 6
	46,0201	(Carpentry) 3
	48,0703	(Cabinet Making) 2
	47,0604	(Auto Body) 3
	48,0508	(Welding) 2
COMPOSITE	12,0499	(Per. Ser./Data Pross:) 35
	12,0403	(Cosmetology) 3
	46,0201	(Carpentry) 4
	47,0101	(Elect. Equip. Rep.) 1
	47,0201	(Air Cond.) 1
	47,0603	(Auto Body) 11
	47,0604	(Auto Mech.) 18
	47,0605	(Diesel Mech) 9
	47,0606	(Small Engine) 5
	48,0101	(Drafting) 1
	48,0503	(Machine Tool) 5
	48,0506	(Sheet Metal) 2

JOBS BY CLASSIFICATIONS:

COMPOSITE	CIP	DESCRIPTION
conti.	48,0508	(Welding) 6
	48,0703	(Cabinet Making) 9
	49,0203	(Mat. Hl./Horticulture) 13
	47,0106	(Appliance Repair)1
	46,0101	(Masonry) 1
	48,0702	(Furniture Making) 3

BUSINESS FIRMS HIRING STUDENTS:

1984-85	Ryan's Service Center	N.C.R. Data Processing Center
	Culpepper Radiator	All Brands Electronics Repair
	Atlantic Coast Truck Lines	
	Southern Engine	
	Steverson Ford Tractor	
	Rental Tools & Equipment	
	Chesapeake Rent-All	
	Burton Lumber Company	
	American G.F.M.	
	J & B Marine	
	L & S Sheet Metal	
	Portsmouth Tool & Die	
	Stuart's Automotive Repair	
	Millwork Unlimited	
	Dave's Cabinet Shop	
	Holton's Cabinet Shop	
	Turf & Garden	
	Lehman Farm	
	Regency Olds	
	Sears Service Center	
	Old Dominion Container	
	The Wood Nook	
	Commercial Body Corp.	
	Great Bridge Cabinets	
	Pritchard's Exxon	
	Green Grifford Motor Company	
	Kempsville Building Supply	

EMPLOYERS

1985-86

N.C.R. Data Processing
Pritchard's Exxon
Sears Service Center
City of Chesapeake/DP Dept.
Warwick Mfg.
Brunner Farms Garage
Action Olds
Chesapeake Custom Body Shop
P & C Automotive
Sawyer Auto Repair
Bay Chevrolet
Parkway Volvo
Odgen Foods
The Monkee Wrench
Cliff's Equipment
Steverson Ford
Chesapeake Rent-All
K & P, Inc.
Tedd's Appliance
Quality Window & Door
Mack's Auto Body
Sea Coast Industries
H & L Inc.
Burton Lumber
Evergreen Garden Center
Lehman Farms
Old Dominion Land Design
Johnson's Mustang Parts

EMPLOYERS

1986-87

Elsie's Beauty Salon & Botique
N.C.R. Data Processing Center
K & T General Contractor
Old Automotive
Classic Cadillac

EMPLOYERS conti.

1986-87	Sawyer Auto	
	Quality Maintenance	
	Master Movers	
	The Bookcase Furniture Shop	
	Whitehurst Nursery & Landscaping	
	Evergreen Garden Center	
	Colonial Restorations	
	Melodie's Family Hair Care	
	Pritchard's Exxon	
	Parkway Pontiac-Volvo	
	Mizelle Hauling	
	Lehman Farms	
	W. B. Sherrill Construction	
	Before & After Beauty Salon	
	Brentwood Auto Service	
	Portsmouth Body Shop	
	Jean's Power Equipment	
	Cavalier Ford RV Center	
	STECA	
	Thomas R. Palmatter-Contractor	
	Eastern Virginia Medical Authority	
	Perry Custom Homes	
	(Total Firms Employing Students 5-7-87)	84*
	*Some have employed for 2 or 3 years)	

EMPLOYERS WHO PARTICIPATED MORE THAN 1 YEAR

Steverson Ford Tractor	(2 years)
Chesapeake Rent-All	(2 years)
Burton Lumber	(3 years)
Lehman Farms	(3 years)
Sears Service Center	(2 years)
Pritchard's Exxon	(3 years)
N.C.R.	(3 years)
Sawyer Auto	(2 years)
Parkway Volvo	(2 years)
The Monkee Wrench	(2 years)
Evergreen Garden Center	(2 years)

STRENGTHS

Open Ended Program
Student Requirements Before Placement
Employer Program Orientation
Money for Postage & Mailings to Students & Employers
Telephone in ICTP Office
Use of Photo Copy Machine
Office Secretaries who understand Program
(not locked into Time Frames) Coordinator Flexibility to arrange own Schedules & Appointments
Monies for Special Promotions (Ex: Christmas Cards to Employers)
Professional Looking Support Papers and Materials
Strong and Supportive Advisory Committee Members
Supportive Instructors
VICA as a Support Vehicle to Involve Students and Employers
Monies To Provide Meals for Advisory Committee Meetings
Remedial Training Option
Acceptance of Only Best Students in a T & I Program
Ability to taylor Program to Instructor of Employer Requests

The ICTP Program has succeeded in its mission beyond our expectations. It has provided opportunities for students to learn on current industrial equipment, experience the actual world of work and become wage earners. This program has the potential to be of benifit to every Vocational Technical center in the Commonwealth of Virginia.

Balance Sheet
VA-85-C-131-3-TI-001

1984-1985

Actual Local Cost

7-1-84 THRU 6-30-85

1) Salary and Fringe Benefits	$32,871.99	Reimbursement
2) Travel (Local)	586.72	to Locality for
3) Equipment and Supplies	1,233.23	Project Cost
4) In-Direct Cost	278.76	
Total	$34,970.70	$21,947.00

1985-1986

Actual Local Cost

7-1-85 THRU 6-30-86

1) Salary and Fringe Benefits	$36,629.44	
2) Travel (Local)	316.93	
3) Equipment and Supplies	725.44	
Total	$37,671.81	$22,983.00

1986-1987

Actual Local Cost

7-1-86 THRU 6-30-87

1) Salary anf Fringe Benefits	$40,229.96	
2) Travel (Local)	294.86	
3) Equipment and Supplies	836.42	
Total	$41,361.24	$23,000.00

GRAND TOTAL	114,003.75	$67,930.00